

**K–12
Educational Activities to
Commemorate
September 11th**

The Governor's September 11th
Memorial Commission
and
The Arizona Department of
Education

August 2006

Governor's September 11th Memorial Commission Educational Activities to Commemorate September 11th

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Patriot Day - Remembering September 11, 2001

As the anniversary of 9-11 approaches, teachers and schools are seeking ways to acknowledge the events and sacrifices of that day. Along with the Governor's September 11th Memorial Commission, the Arizona Department of Education offers the following K-12 educational activities and information for Arizona's educators.

On December 18, 2001, President George W. Bush signed legislation to designate September 11 as Patriot Day. Each year, the President of the United States will issue a proclamation to commemorate those who lost their lives in the tragedy of the terrorist attack of September 11, 2001. The proclamation calls upon Americans to honor those fallen heroes by flying the flag of the United States at half-mast, observing a moment of silence in their honor, and participating in appropriate programs and activities in their memory.

In conjunction with the observance of Patriot Day, Governor Janet Napolitano appointed a taskforce to create a commemorative monument in Arizona. This taskforce, the Governor's September 11th Memorial Commission, was charged with creating not only a permanent monument, but also ongoing education in honor of those Americans who died. The suggested activities and websites that follow are provided collaboratively by the taskforce and the Arizona Department of Education to remember and honor those Americans.

We would like to acknowledge the dedication and work of the members of the committee that created the September 11th Educational Activities.

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Please note: While the websites listed in the activities have been identified as containing information concerning September 11, teachers need to review individual materials for content quality and alignment.

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September 11th Activity

Grade Level: Kindergarten

Time Required: 1 class period

Activity Title: *The American Flag as a Patriotic Symbol*

Arizona Social Studies Standard:

S1C1PO4

Use primary source materials (e.g., photos, artifacts) to study people and events from the past.

S3 C1PO1

Recognize national symbols and monuments that represent American democracy and values:

- a. American flag
- b. Bald Eagle
- c. Statue of Liberty
- d. White House

S1C3PO2

Recognize the Pledge of Allegiance and the National Anthem.

S1C3PO5

Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.

S3C4PO1

Identify examples of responsible citizenship in the school setting and in stories about the past and present.

Instructional Objective(s):

At the end of this activity, students will:

Recognize the American flag as a symbol that represents bravery, freedom, and liberty.

Materials:

Photo of the firemen with the flag after 9-11 (available at FDNY/NYC Fireman Images website: <http://www.september11news.com/FDNYFireman.htm>)

Crayons

Drawing paper or coloring sheet of the American flag

Free flag coloring pages are available at: <http://www.abcteach.com/flags/usa.htm> or http://www.letscolor.com/ColoringBooks/Summer/american_flag.htm

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Procedures:

Engagement:

Ask students: Where do we see the flag? Why do people fly flags? What might it mean to them?

Enactment:

1. Discuss with students:

On this day, September 11, 2001, __ years ago, a very sad thing happened in our country and many people needed help.

Among the people there to help them were police officers, firefighters, doctors, nurses, emergency workers, etc.

These special helpers work very hard, day and night, to keep all of us safe.

2. Show the picture of the firefighters raising the flag after 9-11.

3. Discuss the photo with the students:

Ask what the firefighters are doing.

Why might they be doing this?

4. Discuss that the American flag stands for our country and all the good people that live here. Explain that this is a photo from the place where that very sad thing happened. On that very sad day we are talking about, firefighters showed they loved and were proud of our country by raising our flag.

By raising the American flag, the firefighters showed that everyone in our country was thinking and worrying about people who needed help. They were proud of our country and all of the good people who live here.

We show our respect for our flag every day when we say the Pledge of Allegiance. (The class/teacher can recite the Pledge.)

Empowerment:

Tell students that when they see our flag they can think of all the special people who live here and make our community a safe and happy place to live. Our flag stands for freedom and bravery.

Give students a copy of the American flag coloring page and crayons. Using the classroom flag as a model, discuss that the colors of the flag have meaning. Name the colors and what they stand for:

White - freedom (liberty)

Red – bravery

Blue – justice (being fair)

After discussing each color, have the students color that section on their flag.

Evaluation:

Review the colors of the flag and what they stand for. Ask students to identify examples from their lives of bravery, fairness, and freedom.

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Extensions:

Have students take their flag home and talk with their family about what they learned about the flag and its colors

Read a story about the flag. For example:

I Pledge Allegiance by Bill Martin Jr. and Michael Sampson ISBN 0-7636-1648-6

Old Glory by Jeanne and Bradley Weaver ISBN 0-7922-4672-1

Discuss other symbols of liberty as stated in the Social Studies Standard listed above.

Modifications:

Label the colors of the flag as a guide to coloring

Teacher modeling

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September 11th Activity

Grade Level: First

Time Required: One class period

Activity Title: *Remember Patriot Day, September 11*

Arizona Social Studies Standard:

S3C1PO5

Discuss the significance of national holidays:

- a. Thanksgiving
- b. Presidents' Day
- c. Martin Luther King, Jr. Day
- d. Fourth of July
- e. Constitution Day

S3C1PO7

Recognize that people in Arizona and the United States have varied backgrounds but may share principles, goals, customs, and traditions.

Instructional Objective(s):

At the end of this activity, students will:

Recognize Patriot Day as a national holiday.

Materials:

Photo of 9-11 firemen with the flag (available at FDNY/NYC Fireman Images website:

<http://www.september11news.com/FDNYFireman.htm>)

Crayons

Drawing paper

Procedures:

Engagement:

Ask: What is a holiday: What do we do on holidays? How do we celebrate?

Discuss that we have *national* holidays. Explain that *national* means that **everyone** in our country celebrates. Ask why we have national holidays (to honor and remember important people and/or events in our country's history). Have students name some national holidays we celebrate.

Enactment:

Tell students that today is a national holiday called Patriot Day. Explain why we have Patriot Day. Discuss as needed and appropriate, what happened on September 11, 2001. Identify how many years have since passed.

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Explain that Patriot Day honors or remembers that very sad day, the people who were hurt or died on September 11, 2001, and those who helped the survivors (firefighters, police, emergency workers.)

Show the picture of the firefighters and the flag. Discuss the picture and the significance of the colors of the flag (covered in the Kindergarten lesson.)

White - freedom (liberty)

Red – bravery

Blue – justice (being fair)

Empowerment:

Tell students that they will draw a picture showing what this day honors or remembers. They will illustrate examples of what the colors of the flag represent. Hand out crayons and drawing paper. Give 1 color per child (they may do more than one if time permits.) Have them write the word (freedom, bravery, justice (fairness) on their paper and draw a picture showing freedom, bravery, or being fair.

Evaluation:

The students drawing will show their understanding of what Patriot Day honors by sharing their picture with the class and telling why they made their choice.

Extensions:

Have students take their drawing home and share what they have learned about Patriot Day with their families.

Spend more time explaining the meaning of freedom, bravery, and justice.

Share/sing American patriotic songs

Modifications:

Students could trace words or copy from the board.

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September 11th Activity

Grade Level: Second Grade

Time Required: 1 class period

Activity Title: *American Heroes*

Arizona Social Studies Standard:

S3C4PO4

Identify traits of character (e.g., honesty, courage, cooperation, and patriotism) that are important to the preservation and improvement of democracy.

Instructional Objective(s):

At the end of this activity, students will:

Explain how the heroes of 9-11 exemplified the character traits of courage, cooperation, and patriotism.

Materials:

Crayons

Paper for thank you card

Procedures:

Engagement:

Ask students: What is a hero? Can it be a real person? What is a patriot? Last year we talked about national holidays. What is a national (American) hero? (Students learned in the first grade 9-11 activity that national means they are a hero in our country.)

Enactment:

Discuss/review why we remember Patriot Day and who it honors (introduced in 1st grade). Ask students how many years have passed since September 11, 2001.

Discuss that people believe there were many heroes on 9-11. Who were they? (teachers, people on the street, co-workers, friends, neighbors, firefighters, police, health care workers) Why were they heroes? (they were brave; they risked their own life to help others; they helped others in many different ways)

Discuss how they exemplified the character traits of courage (being brave, even if they were afraid), cooperation (working together to help people), and patriotism (helping our country during a very sad time.)

Ask students to identify heroes of today – those who are brave and risk their lives to help others (police officers, soldiers, firefighters).

** Be aware of any students who may have family members currently serving in the military.*

State that today they will have the opportunity to thank an American hero for all they do for us and our country.

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Empowerment:

Students will make a thank you card to send to an American hero (a soldier currently in harm's way). One source for sending letters to the active military is:

<http://www.PackagesFromHome.org> (a 501(c) (3) charity)

(602) 843-4049

Packages From Home

Attn: Susan Walker

7212 W. Libby St.

Glendale, AZ 85308-8140

Evaluation:

Ask students to explain what made people heroes on September 11, 2001 and have class discuss how those heroes are like the soldiers today.

Extensions:

Ask students to share today's activity with their family. Have them explain to their family what makes the person to whom they sent their card a hero.

Discuss other heroes in history. Students could write a thank you to other heroes.

Identify a real hero in American or world history and research them. Students could choose an individual listed in the Social Studies Standard.

As a class, visit the 9-11 Memorial in Phoenix. If a visit is not possible, show a photo of the Memorial and discuss its design and the reason for having built it.

Modifications:

Have students who cannot write their thoughts on the card either dictate to the teacher or copy a phrase from the board.

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September 11th Activity

Grade Level: Third grade

Time Required: 1 class period

Activity Title: *What is a Memorial?*

Arizona Social Studies Standard:

S3C1PO1

Describe national symbols and monuments that represent American democracy and values:

- a. Statue of Liberty
- b. Ellis Island
- c. Lincoln Memorial
- d. the U. S. Capitol

S3C1PO3

Describe how people in the community and state work together to achieve common goals.

Instructional Objective(s):

At the end of this activity, students will:

Recognize the reason for building memorials.

Materials:

Art materials for construction or design of a memorial

Photo of Lincoln Memorial - see the Lincoln Memorial website, <http://www.nps.gov/linc/>

Optional – photos of other monuments or memorials – see the Washington Monument website, <http://www.nps.gov/wamo/> or <http://www.cr.nps.gov/nr/travel/wash/dc72.htm>; the Mount Rushmore website, <http://www.nps.gov/moru>

Procedures:

Engagement:

Ask: What are ways we remember things and events in our lives? What about as a country – what do we do? Discuss how our country honors and remembers individuals, groups of people, and events through holidays (example – *Memorial Day* [introduced in 2nd grade]) and by building monuments and memorials (example – Lincoln Memorial [show photo]). Define the term *memorial* as “anything meant to help people remember a person or event, as a monument or holiday.” These are ways in which our country remembers and honors those who were brave or worked for freedom and justice.

Ask students to identify any other holidays, monuments, or memorials that honor a person, group of people, or event. (President's Day, 4th of July, Washington Monument)

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Enactment:

State that today is September 11, Patriot Day. Discuss what students know about Patriot Day and the American heroes and individuals we honor through that day (may have been covered in 2nd grade). We have a national holiday to honor people from September 11, 2001. Ask how many years it has been since September 11, 2001. If our community worked together to build a memorial to help us remember Patriot Day, what might it look like?

Empowerment:

Ask students that if they could be in charge of making a memorial to the victims of 9-11, what would it look like? Have students design/draw/construct a memorial that would help people remember Patriot Day. They should write an inscription (define term as needed) for their memorial for the public to read when they visit it.

After students have completed their memorial drawing, show a photo of the Arizona 9-11 Memorial and discuss its design and inscription. Ask how the monument the artist chose similar to students' designs.

Evaluation:

Have students share with classmates why they chose their design. Student's design should show an understanding of why we honor the people of September 11.

Extensions:

Show photos of other memorials/monuments (Washington Monument, Mt. Rushmore, Statue of Liberty, etc.) and discuss who or what is being honored or remembered.

As a class, visit the 9-11 Memorial in Phoenix.

Modifications:

Students could work in pairs or teams on the project. They could dictate their inscription.

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September 11th Activity

Grade Level: Fourth grade

Time Required: 1 class period

Activity Title: *The Arizona 9-11 Memorial*

Arizona Social Studies Standard:

S3C1PO1

Describe state and national symbols and monuments that represent American democracy and values:

- a. Great Seal of the United States
- b. Arizona symbols (e.g., seal, flag)
- c. war memorials (e.g., Pearl Harbor- Arizona Memorial, WW II, Korean, and Vietnam Memorials)

Instructional Objective(s):

At the end of this activity, students will:

Recognize why the Arizona 9-11 Memorial was built and what it represents.

Materials:

Writing materials

Photo of Arizona 9-11 Memorial - may be available on the Governor's September 11th

Memorial Commission website, <http://www.az911memorial.com/index.htm>

Photos of U. S. war memorials for teacher use (optional) - (see the USS Arizona Memorial website, <http://www.nps.gov/usar/> ; the National WWII Memorial website, <http://www.nps.gov/nwwm> or <http://www.wwiimemorial.com/>; the Korean War Veterans Memorial, <http://www.nps.gov/kwvm/> ; the Vietnam Veterans Memorial, <http://www.nps.gov/vive/> ;

Procedures:

Engagement:

Ask students what today is. As needed, explain that today is Patriot Day, September 11. It is a holiday which remembers the events of September 11, 2001. It's been ____ years since that day. In past years, you may have learned about this holiday.

Review with students the events of September 11, 2001 and how we honor and remember the victims and heroes on Patriot Day.

Enactment:

Discuss with students that even though events of 9-11 did not occur in Arizona, it affected people who lived here (some lost relatives or friends, everyone felt great sadness).

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Since September 11, 2001, a group of people worked together to build a memorial through which Arizonans could express their feelings and reactions. This memorial was dedicated on September 11, 2006.

Remind students that our country has other war memorials such as the Arizona Memorial at Pearl Harbor, the WWII, Korean, and Viet Nam Memorials in Washington D.C. (Show photos if available)

Ask students what the above mentioned memorials represent/commemorate.

Discuss the Arizona 9-11 Memorial. Show a photo/drawing of the Arizona Memorial. Explain how the memorial displays Arizonans' thoughts and reactions to the events of 9-11 (their memories) and how the memories displayed will change as the sun moves through the day.

Empowerment:

Ask students what they would write about 9-11 if they could add their thoughts/feelings to the memorial. Have class brainstorm words that show what people feel when they think about this day. Using vocabulary from the list, have students write their thoughts on paper.

Evaluation:

Students' writings will show their understanding of how the Arizona 9-11 Memorial expresses people's feelings/memories about the events of 9-11.

Extensions:

Display student writing on a bulletin board to make a 9-11 Memorial Wall or quilt in the classroom.

As a class, visit the 9-11 Memorial in Phoenix.

Modifications:

Students could work with a partner or dictate their thoughts for the memorial to the teacher.

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September 11th Activity

Grade Level: Fifth grade

Time Required: 1 class period

Activity Title: *The Arizona 9-11 Memorial Timeline*

Arizona Social Studies Standard:

S1C1PO1

Use the following to interpret historical data:

- a. timelines – B.C.E. and B.C.; C.E. and A.D.
- b. graphs, tables, charts, and maps

S1C1PO3

Describe the difference between primary and secondary sources.

S4C3: Connect with Science: **Science Strand 6 Concept 2**

Describe lunar cycles, Earth's revolution and rotation, and gravity.

Instructional Objective(s):

At the end of this activity, students will:

Create a timeline of events

Materials:

Photo of the Arizona 9-11 Memorial - may be available on the Governor's September 11th Memorial Commission website, <http://www.az911memorial.com/index.htm>

Materials for timeline construction

Optional - Photos of 9-11 for use on timeline – **photos to be used should be decided by the local site personnel.**

The White House site, <http://www.whitehouse.gov/national-anthem/>, has a clickable map which highlights events and reactions to September 11 from around the world.

The link to Proclamations, under News, will lead to copies of past Presidential Proclamations given for Patriot Day.

The photo of the firemen with the flag after 9-11 is available at FDNY/NYC Fireman Images website: <http://www.september11news.com/FDNYFireman.htm>)

Royalty free 9-11 photos are available at

<http://geekphilosopher.com/MainPage/bkgSep11.htm>

Procedures:

Engagement:

Review that residents of Arizona joined together to create a memorial to the victims and heroes of 9-11. As needed, discuss the design and elements of the Memorial - that it displays Arizonans' thoughts and reactions to the events of 9-11 and how the

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memories displayed will change as the sun moves through the day. Show a photo of the Memorial.

Enactment:

Explain how comments/human emotions expressed in the Arizona 9-11 Memorial are shown by time – they create a type of timeline.

Discuss how the display of events in the Arizona 9-11 Memorial is connected to the movement of the sun. Review why the sun appears to move and how Earth's revolution is important to the Memorial.

Discuss ways in which the events of September 11, 2001, could be displayed through a timeline (drawings, photos, written comments, video clips).

Empowerment:

Have students create individual or group timelines. Use drawings, photos, and other primary documents to show the events. Display the timelines as a Memorial Wall in the classroom.

Evaluation:

Students' products will show an understanding of timelines.

Extensions:

Students could create a second timeline showing subsequent events from September 11, 2001 to the 2006 dedication or to today.

As a class, visit the 9-11 Memorial in Phoenix.

Modifications:

Students can work in groups or with a partner.

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September 11th Activity

Grade Level: Sixth grade

Time Required: 1 class period

Activity Title: *What is Terrorism?*

Arizona Social Studies Standard:

S1C10PO3

Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.

S2C9PO2

Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

Instructional Objective(s):

At the end of this activity, students will:

Describe terrorism as an act used throughout history.

Materials:

Writing materials

Procedures:

Engagement:

Review that today is Patriot Day. Ask students what they remember about it. Have students share what they have learned in past grades about the events of September 11, 2001. How many years have passed since that day?

Ask students how they would define the word “terrorist”. Introduce the term “terrorism” and discuss how the events of September 11 are considered to be acts of terrorism and that people who commit acts of terrorism are called terrorists. Terrorism can be defined as the use of force or threats of violence to intimidate or achieve a goal.

Enactment:

Discuss the fact that there have been terrorists throughout all periods of world history. Give or ask for examples. (*Teacher could refer to High School section of the SS Standard, Strand 2 Concept 9 PO2, for ideas.*)

Ask how terrorists today differ from other warriors in history.

If the student could ask a terrorist today a question, what would they ask?

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Empowerment:

Have students write a question they would like to ask a terrorist. Have them write an explanation of why they chose this question and guess what the answer might be.

Evaluation:

Have students share their writing with a partner and then with the larger group. Students' explanation can be used to determine their understanding of terrorism and the role it plays in today's world.

Extensions:

Students could research groups that have practiced terrorism in the past.
As a class, visit the 9-11 Memorial in Phoenix.

Modifications:

Students could work with a partner or in small groups to develop multiple questions.

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September 11th Activity

Grade Level: Seventh grade

Time Required: 1 class period

Activity Title: *Tolerance, Unity, and Diversity*

Arizona Social Studies Standard:

S1C10PO3

Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.

S2C9PO3

Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.

S4C4PO8

Explain how cooperation and conflict contribute to political, economic, and social activities.

S4C4PO9

Identify cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors.

Instructional Objective(s):

At the end of this activity, students will:

Recognize both the unity and diversity of their class.

Materials:

Chart paper/ white board

Procedures:

Engagement:

Ask students what today is. As needed, explain that today is Patriot Day. In the past students may have learned about the events of September 11, 2001, and the ways in which we honor and remember its victims and heroes. Discuss what students know about this day in 2001.

Discuss how, as a result of the events of 9-11, some people had angry feelings about people who came from different parts of the world or dressed differently than most Americans. They were intolerant. Although our country was unified, there were people who were hurt or died because they came from a certain part of the world.

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Ask students to think about how they would answer these questions:
What does the word "tolerance" mean?
What do you do and how do you react when a person is different from you?
Share that today they will be learning more about tolerance and diversity.

Enactment:

Define the terms "unity" and "diversity". As an example teacher could use this activity:

Give each student an apple (or use student's pencil, notebook, etc.)

Have student describe the apple or item (its individual attributes.)

Put everyone's item together into a pile.

Ask what they have now? (a pile of apples) The items are no longer viewed as individual items.

Have student pick up their item – how will they find it? (They looked for the individual attributes.)

Explain that although we all come from different places and cultures, we are all Americans, part of one nation. Tolerance means that we accept and respect our differences.

Empowerment:

Pair students and have them interview each other about ways they are similar and different. Formulate questions to be asked as a group. Have pairs report to the group what they learned about each other and ways they are alike and diverse. Lead discussion to the recognition that although the class has diverse members, all are respected and work together as a group.

Evaluation:

Questions developed by the group and the class discussion will determine the students' understanding of unity, diversity, and tolerance.

Extensions:

The Smithsonian Indigenous Geography of the Americas website has lessons on diversity <http://www.indigenousgeography.si.edu/>

As a class, visit the 9-11 Memorial in Phoenix.

Modifications:

Teacher could decide the pairing of students for this activity.

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September 11th Activity

Grade Level: Eighth grade

Time Required: 1 class period

Activity Title: *A Vision for the Future*

Arizona Social Studies Standard:

S1C1PO7; S2C1PO7

Analyze cause and effect relationships between and among individuals and/or historical events.

S1C10PO7

Describe events (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq War) of the presidency of George W. Bush.

S4C2PO3

Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions.

Instructional Objective(s):

At the end of this activity, students will:

Develop a plan for improving the world.

Materials:

Materials for student writing

Procedures:

Engagement:

Today is September 11. Ask students to review the events of September 11, 2001. How many years ago did this happen?

Enactment:

Class discussion:

How and why did 9-11 happen?

Why do we remember it?

What can we do to prevent such events from reoccurring?

Explain that 9-11 was not an isolated event – that the impact was global.

Lead discussion to the future. When we talk about the future we are talking about

“vision”. Ask students to consider what they do to make the world a better place and end such events.

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Empowerment:

Students will make a personal plan to make the world better. Begin with a graphic organizer and as a group discuss what happened in the past (9-11 and after), what is happening presently as a result of 9-11, and what could happen differently in the future.

Effects

Past

Present

Future

Evaluation:

Students will present, defend, and debate their different visions for the future. Students' plans can be evaluated using the 6 Traits Writing Rubric for Ideas.

Extensions:

The activity can be repeated with another event as listed in the Social Studies Standard.

As a class, visit the 9-11 Memorial in Phoenix.

Modifications:

Students can work with a partner or collaborative groups.
They can use technology to do their presentation.

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September 11th Activity

Grade Level: High School Strand 1 – American History

Time Required: 1 class period

Activity Title: *American Freedom Post 9-11*

Arizona Social Studies Standard:

S1C10PO3

Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.

Instructional Objective(s):

At the end of this activity, students will:

Know how Arizona is honoring victims of 9-11 and understand ways in which the events of 9-11 have affected life in Arizona.

Materials:

Photo of the Arizona 9-11 Memorial - may be available on the Governor's September 11th Memorial Commission website,
<http://www.az911memorial.com/index.htm>

Procedures:

Engagement:

Today is September 11. Ask students to review the events of 9-11. How many years ago did this event happen? Share that today students will discuss ways in which events of 9-11 affected Arizona and its citizens.

Enactment:

Show a picture of the Arizona 9-11 Memorial. Discuss its design. Ask students about the ways in which the Arizona Memorial embraces the events and feelings of that day.

Ask if students know why the memorial is called "Moving Memories." (The memories are moving and changing and it also is very moving to those who visit it.) Have students brainstorm ways in which America responded and in which Arizonans have been affected by the events of 9-11 (Patriot Act, Homeland Security, concern over under-protected international border, increased security measures.)

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Empowerment:

Students will write an essay discussing ways they believe Americans' freedoms have been changed and how it has affected them.

Evaluation:

Have students discuss and debate their ideas of freedom and how they feel it affected their life. Student writing can be assessed using the 6 Traits Rubric for Ideas.

Extensions:

The 2001 World Series is considered to have been an important aspect in the recovery of New York City residents after 9-11. Arizona played a very important role in this event as the Arizona Diamondbacks defeated the New York Yankees in the final game of the World Series in Phoenix. Discuss different views on whether individuals might have viewed Arizona's role as a "spoiler" in the World Series. Excerpts from the HBO special, *Nine Innings From Ground Zero*, can be shown to exemplify the mood of the nation. (<http://www.hbo.com/>)

Discuss other significant events in the past that affected American freedom.

Encourage students to visit the 9-11 Memorial in Phoenix.

Modifications:

Students could work with a partner or in teams.

Governor's September 11th Memorial Commission Educational Activities to Commemorate September 11th

September 11th Activity

Grade Level: High School, Strands 2 and 4 - World History and Geography

Time Required: 1 class period

Activity Title: *Understanding the World Perspective of 9-11*

Arizona Social Studies Standard:

S2C9PO2,

Explain the roots of terrorism:

- a. background and motives
- b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)
- c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan)
- d. economic and political inequities and cultural insensitivities

S2C9PO5

Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

S4C2PO4

Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.

S4C6PO3

Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).

Instructional Objective(s):

At the end of this activity, students will:

Explain through drawing and writing how terrorism has affected life around the world.

Materials:

Materials for student writing

Materials for student drawing/design

Procedures:

Engagement:

Today is September 11. Review events of 9-11. How long ago did this event occur? Inform students that today they will learn more about the world perspective of 9-11.

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Enactment:

Discussion: Lead students to understand that terrorism is not just local, but worldwide.

Ask students: How was the world affected by terrorism after 9-11?

Describe acts of terrorism subsequent to 9-11-01 (Spain, Thailand, London, etc.) and their effects on the world.

Ask: Why are some places and regions more susceptible to acts of terrorism?

Empowerment:

Ask students what a world-wide memorial to victims of terrorism might look like. Have students design/draw their idea of a memorial. Have them write a paragraph or two explaining how their design shows a world affected by terrorism in the 21st century.

Evaluation:

Students will share their drawings and discuss the reason for their design. Students' writing and design can show their understanding of how terrorism has affected life in the 21st century.

Extensions:

Tie modern terrorism to its roots in world history as the class progresses through the year.

Encourage students to visit the 9-11 Memorial in Phoenix.

Modifications:

Students can work with a partner or team.

Governor's September 11th Memorial Commission Educational Activities to Commemorate September 11th

September 11th Activity

Grade Level: High School Strand 3 - Civics/Government

Time Required: 1 class period

Activity Title: *Effects of 9-11 on Contemporary Life in the United States*

Arizona Social Studies Standard:

S3C3PO5

Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection).

S3C5PO2

Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.

Instructional Objective(s):

At the end of this activity, students will:

Identify ways in which life in the United States has changed since 9-11.

Materials:

Writing materials for students

Procedures:

Engagement:

Today is September 11. Ask students to review what happened on 9-11. Ask how many years ago the event occurred. Inform students that today they will look at any effects 9-11 has had on our civil liberties.

Enactment:

Discussion: Ask students:
What has our government done to prevent a terrorist attack from happening again? (i.e., enacted the Patriot Act, increased security at airports and other locations, monitored some overseas phone conversations, etc.)
What are some of the negative and positive aspects of these changes?
Do students feel the changes are helping to prevent terrorism?
What else do students feel the government could or should do to prevent a similar event from happening?

Governor's September 11th Memorial Commission Educational Activities to Commemorate September 11th

Empowerment:

Students will write a persuasive essay to convince their audience of their opinion of America's effort to protect freedom, liberty, and justice for the American people.

Evaluation:

Students' writing can be evaluated using the 6 Traits Writing Rubric for Ideas.

Extensions:

Students writing can be entered in the Governor's September 11th Memorial Contest information will be available on the Memorial Commission's website:

<http://az911memorial.com/>

Encourage students to visit the 9-11 Memorial in Phoenix.

Modifications:

Students can express their ideas using technology:

- Create a webpage with vital links to resources on 9-11.

- Create a digital story expressing ways that life has changed in America since 9-11.

Governor's September 11th Memorial Commission Educational Activities to Commemorate September 11th

September 11th Activity

Grade Level: High School Strand 5 - Economics

Time Required: 1 class period

Activity Title: *Effects of 9-11 on the American Economy*

Arizona Social Studies Standard:

S5C1PO4

Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).

S5C2PO3

Describe how government policies influence the economy:

- a. need to compare costs and benefits of government policies before taking action
- b. use of federal, state, and local government spending to provide national defense; address environmental concerns; define and enforce property, consumer and worker rights; regulate markets; and provide goods and services

Instructional Objective(s):

At the end of this activity, students will:

Identify the effects of 9-11 on our economy.

Materials:

Student writing materials

Procedures:

Engagement:

Today is September 11. Ask students to review what happened on 9-11. Ask how many years ago this event occurred.

Ask how the events of 9-11 affected our economy? (i.e., pension plans airline industry, hotels and the hospitality industry, etc.)

Enactment:

Discuss the acts and laws which were enacted post 9-11 that specifically affected our economy. Brainstorm and list ways in which it was affected.

Empowerment:

Students will write an essay comparing economic issues in the United States pre and post 9-11.

Governor's September 11th Memorial Commission Educational Activities to Commemorate September 11th

Evaluation:

Student essay can be evaluated using the 6 Traits Rubric for Ideas.

Extensions:

Have students write about what they believe the future economic issues of the United States will be.

Encourage students to visit the 9-11 Memorial in Phoenix.

Modifications:

Students requiring help with writing can work with a partner or team.

Governor's September 11th Memorial Commission Educational Activities to Commemorate September 11th

September 11th Websites

The following websites offer a wide variety of lessons and resources for K-12 teachers who wish to commemorate Patriot Day in their classrooms.

Please note: While the following sites have been identified as containing quality information for social studies education, teachers need to review individual materials for content quality and alignment. This list is not exhaustive nor is it meant as an endorsement of any particular site or product. It is hoped that this will provide some helpful information that may be of use to teachers.

Public Law No: 107-89 107th Congress

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ089.107.pdf

This is the Joint Resolution which designated September 11 as Patriot Day.

Governor's September 11th Memorial Commission

<http://az911memorial.com/> The Governor's Commission website shares information about Arizona's efforts to commemorate September 11, 2001.

The White House

<http://www.whitehouse.gov/national-anthem/>

All Grades

This site has a clickable map which highlights events and reactions to September 11 from around the world. The link to Proclamations, under News, will lead to copies of past Presidential Proclamations given for Patriot Day.

National Council for the Social Studies

<http://www.socialstudies.org/resources/moments/>

Middle School - High School

This site lists over 25 lesson plans, articles, and ideas for a variety of topics including terrorism, tolerance, personal freedom, and patriotism.

PBS NewsHour

<http://www.pbs.org/newshour/extra/features/after911/index.html>

High School

A NewsHour Extra - Life after 9.11 – Background, lessons, student reaction, NewsHour Coverage and Latest Stories on September 11 are compiled for both teachers and students.

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California Department of Education

<http://www.cde.ca.gov/ci/cr/lb/sept11.asp>

All Grades

Remembering September 11, 2001

The CDE gives websites, booklists, and other resources to aid teachers in commemorating September 11.

Education World

http://www.education-world.com/a_lesson/lesson244.shtml

All Grades

This site has collected background information, lessons, and ideas to help teachers explain and teach the events of September 11, 2001. The list includes a wide variety of resources appropriate for all grade levels.

9/11 as History

<http://www.familiesandwork.org/911ah/lessonindex.html>

All Grades

This site offers 16 Web-based, age-appropriate lesson plans to help educators appropriately commemorate September 11 in grades Pre K-12. Lessons are tied to national education standards.

Grades Pre K-5 lessons topics include: Safety and Fear; Empathy; Heroes; and Hope and Resiliency.

Grades 6-12 lesson topics include: Diversity and Compassion; Values; Social and Civic Action; Current Events and the Media; and Connections to History.

For further information, contact:

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